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News Summary

Articles on inside pages

Student cartoonists skewer subjects ranging from the campus police to the Ayatollah Khomeini. Story on Page 6.

Enrollment of full-time-equivalent students in 1981-82 went up by 1.6 per cent over the previous year, according to the latest Chronicle Survey. Story on Page 10.

The Louisiana board of regents has approved a new doctoral program in computer science at Louisiana State University—the second in the state—and a controversy has erupted. Story on Page 11.

Student-loan defaults decreased in 1980-81, the Department of Education reports, but criticism of federal loan programs continues. Story on Page 13.

Lightweight football—for student athletes under 158 pounds—is lightweight only in contrast to its varsity counterpart. Story on Page 15.

Jacques Barzun, a historian and “diagnostician of culture,” believes the condition of arts and letters today is critical. Story on Page 23.

With the end of the year approaching, academics should begin to consider what they can do to minimize their 1982 tax bill. Story on Page 27.

The United States will be represented in the International Institute for Applied Systems Analysis by the American Academy of Arts and Sciences. Story on Page 19.

Polish students took part in brief protests last week, but massive demonstrations called by the trade union Solidarity failed to materialize. Story on Page 19.

ALSO IN THIS ISSUE

Athletics	15-18
Books	23-26
Bulletin Board	34-63
Calendar of Events	33
Deadlines	33
Deaths	32
Gazette	32
Grants	32-33
Ideas	28
International News	19-21
Letters	30-31
Marginalia	2
News in Brief	2-3
Personal & Professional	27-29
Point of View	64
Washington News	13-14

Colleges Feel Increasing Pressure to Produce ‘Work-Ready’ People

By BEVERLY T. WATKINS

Colleges and universities are coming under increasing pressure to establish partnerships with business to make sure their students receive an education that more nearly matches the present and future needs of the nation's work force.

Corporate executives—as well as some public officials and educators—are concerned that people are leaving college today with an education that is increasingly unsuited to management's needs. Many college programs, they say, concentrate too heavily on skills and not enough on problem-solving abilities.

Graduates, especially those who will someday hold top-level corporate jobs, must be educated more broadly, to enable them to analyze complex economic and technological problems and reach sound decisions, the executives say.

“We need to vastly improve our output of highly developed human capital,” William C. Norris, chairman and chief executive officer of Control Data Corporation, told college presidents at a meeting this month of the American Association of State Colleges and Universities.

He called for “increased cooperation between businessmen and academics to determine what needs to be taught. We need more emphasis on technological literacy and on problem solving. We have to help graduates accommodate to



CONTROL DATA CORPORATION

Control Data's
William C. Norris

business's need for analytical skills.”

“Striking up a partnership is the first order of business, for without it colleges and universities cannot gain a thorough understanding of how they can best respond to industry's needs for human

Continued on Page 8, Column 1

40 Pct. of Students in Survey Say They Worry About Finances

Stress in studies, group living, and social life disclosed

By ZOË INGALLS

CAMBRIDGE, MASS.

Worry about finances was the problem cited most often by college students in a study of stress and related problems among students at 16 colleges and universities in Massachusetts. More than 40 per cent of the students reported that lack of money was a problem for them.

The results of the study, which examined the sources, nature, and scope of stress in the areas of academics, group living arrangements, and social life, were released here by the Medical Foundation of Boston, a nonprofit organization that conducts research in the fields of physical and mental health. The nearly 3,400 students surveyed were also questioned about their health, psychological adjustment, and alcohol and drug use.

“The financial problem area is significant, because the study was done in the previous academic year [spring of 1981], when cutbacks in student aid were not as

pronounced,” said Henry Wechsler, the foundation's director of research, who conducted the study along with Mary Rohman and Roberta K. Idelson, research associates.

“I would imagine the problems are much more severe for students today,” he said.

Continued on Page 8, Column 1

Dewey's Decimals for Personal Libraries

Finding a particular book in the home or office library of the typical professor often turns into a frustrating search. There is a practical alternative: the system of classification created by Melvil Dewey in 1876 and still widely used today.

See the “Personal & Professional” section, beginning on Page 27.

Medical Schools Fear U.S. Cuts Will Hurt Blacks

Even now, they represent just 5.8 pct. of enrollment

By KIM McDONALD

WASHINGTON

The reduction in federal funds for educating health professionals is likely to decrease the already shrinking proportion of black medical students, educators said here last week.

Affirmative-action programs increased the percentage of black students at medical schools from 2.7 in 1968 to 7.5 in 1975. But the proportion of black medical students has declined almost every year since, Mary K. Schleiter, a research associate at the University of Chicago's medical school, told the annual meeting of the Association of American Medical Colleges.

Ms. Schleiter said 5.8 per cent of this year's medical students are black and that reductions in federal loans could reduce the proportion to “pre-1970 levels.”

Further Reductions Seen

David Satcher, president of Meharry Medical College, said federal aid was critical to the students at his traditionally black medical institution. Half of Meharry's students come from families with incomes of less than \$15,000 per year.

Although everyone agrees that there will be no surplus of minority-group physicians, he added, recent projections that the country will have a surplus of physicians by 1990 may lead to further reductions in the proportion of medical students who are black.

Ms. Schleiter said only 3 per cent of the physicians in the country are black, even though blacks constitute 12 per cent of the population.

“To bring the proportion of blacks in medicine up to the level of other Americans by the year 2000, more than four times the 1,000 blacks currently entering medical school each year would be required, beginning in September, 1982,” she said. “Clearly, a change that drastic is not occurring.”

Thomas E. Norris, associate dean for academic affairs at the Morehouse School

Continued on Page 12, Column 1



CHRONICLE SURVEY

Enrollment of Full-Time-Equivalent Students

Changes from 1980-81 to 1981-82, shown by national sampling of 300 colleges and universities

Undergraduate—lower division						Undergraduate—upper division					Undergraduate—total				
	Average F.T.E. enrollment 1981-82 (a)	Change from 1980-81 (b)	1-year change at individual institutions			Average F.T.E. enrollment 1981-82 (a)	Change from 1980-81 (b)	1-year change at individual institutions			Average F.T.E. enrollment 1981-82 (a)	Change from 1980-81 (b)	1-year change at individual institutions		
			Average (c)	High (d)	Low (e)			Average (c)	High (d)	Low (e)			Average (c)	High (d)	Low (e)
Public institutions															
Research and Ph.D.-granting universities	8,806	+ 1.0%	+ 1.7%	+ 5.5%	- 2.1%	6,826	+ 3.1%	+ 3.1%	+ 6.8%	- 0.6%	15,632	+ 1.9%	+ 1.5%	+ 4.2%	- 1.1%
Comprehensive colleges and universities	4,153	+ 0.9%	+ 1.3%	+ 4.9%	- 2.3%	3,554	+ 1.3%	+ 1.0%	+ 3.6%	- 1.5%	7,708	+ 1.1%	+ 1.5%	+ 4.2%	- 1.3%
2-year colleges	3,763	+ 3.6%	+ 1.8%	+ 6.0%	- 2.3%						3,763	+ 3.6%	+ 1.8%	+ 6.0%	- 2.3%
All	5,289	+ 1.8%	+ 1.7%	+ 5.6%	- 2.3%	5,681	+ 2.7%	+ 1.6%	+ 4.4%	- 1.3%	8,148	+ 2.0%	+ 1.7%	+ 5.4%	- 1.9%
Private institutions															
Research and Ph.D.-granting universities	3,380	+ 2.4%	+ 2.1%	+ 4.0%	+ 0.3%	2,333	+ 1.4%	+ 1.1%	+ 2.9%	- 0.6%	5,714	+ 2.0%	+ 1.7%	+ 3.3%	+ 0.2%
Comprehensive colleges and universities	1,900	+ 1.8%	+ 0.9%	+ 5.4%	- 3.6%	1,186	- 0.4%	- 0.7%	+ 4.1%	- 5.5%	2,910	+ 1.0%	+ 0.8%	+ 4.7%	- 3.2%
Liberal-arts colleges															
Selective	1,288	+ 1.6%	+ 1.2%	+ 5.3%	- 3.0%	789	- 2.9%	+ 1.6%	+ 10.5%	- 7.3%	2,040	+ 0.9%	+ 1.9%	+ 5.3%	- 1.6%
Less selective	696	- 1.2%	- 2.1%	+ 3.6%	- 7.8%	352	- 1.8%	+ 4.2%	+ 13.9%	- 5.5%	1,229	+ 5.6%	+ 3.2%	+ 6.0%	+ 0.5%
2-year colleges	443	+ 1.1%	+ 1.4%	+ 8.6%	- 5.9%						443	+ 1.1%	+ 1.4%	+ 8.2%	- 5.5%
All	1,952	+ 1.9%	+ 0.6%	+ 4.1%	- 3.0%	1,274	+ 0.5%	+ 1.4%	+ 6.3%	- 3.6%	3,219	+ 2.0%	+ 1.7%	+ 4.3%	+ 0.8%
Public and private institutions combined															
	4,552	+ 1.8%	+ 1.1%	+ 4.9%	- 2.6%	4,729	+ 2.5%	+ 1.5%	+ 5.4%	- 2.5%	7,083	+ 2.0%	+ 1.7%	+ 4.8%	- 1.4%

Graduate and professional						All students				
	Average F.T.E. enrollment 1981-82 (a)	Change from 1980-81 (b)	1-year change at individual institutions			Average F.T.E. enrollment 1981-82 (a)	Change from 1980-81 (b)	1-year change at individual institutions		
			Average (c)	High (d)	Low (e)			Average (c)	High (d)	Low (e)
Public institutions										
Research and Ph.D.-granting universities										
Graduate	2,995	- 2.8%	- 1.8%	+ 3.2%	- 6.9%					
Professional	1,299	+ 2.6%	+ 1.5%	+ 5.9%	- 3.0%					
Comprehensive colleges and universities										
Graduate	776	- 2.9%	- 1.0%	+ 8.6%	- 10.7%					
Private institutions										
Research and Ph.D.-granting universities										
Graduate	1,532	- 0.1%	- 1.7%	+ 1.8%	- 5.2%					
Professional	1,061	+ 7.2%	+ 16.4%	+ 40.9%	- 8.1%					
Comprehensive colleges and universities										
Graduate	388	+ 1.5%	- 5.1%	+ 3.7%	- 13.8%					
Professional	491	- 2.3%	- 1.7%	+ 1.5%	- 5.0%					
All students										
Public institutions										
Research and Ph.D.-granting universities	19,926	+ 1.2%	+ 1.2%	+ 3.9%	- 1.6%					
Comprehensive colleges and universities	8,491	+ 0.8%	+ 1.1%	+ 3.8%	- 1.6%					
2-year colleges	3,764	+ 3.6%	+ 1.8%	+ 6.0%	- 2.3%					
All	9,555	+ 1.5%	+ 1.6%	+ 5.2%	- 2.0%					
Private institutions										
Research and Ph.D.-granting universities	8,155	+ 2.2%	+ 2.2%	+ 4.2%	+ 0.2%					
Comprehensive colleges and universities	3,188	+ 0.9%	+ 0.5%	+ 4.9%	- 3.9%					
Liberal-arts colleges										
Selective	2,061	+ 0.7%	+ 1.7%	+ 5.7%	- 2.3%					
Less selective	1,231	+ 5.6%	+ 3.3%	+ 7.1%	- 0.5%					
2-year colleges	443	+ 1.1%	+ 1.4%	+ 8.8%	- 6.0%					
All	4,138	+ 2.1%	+ 1.8%	+ 4.9%	- 1.3%					
Public and private combined	8,385	+ 1.6%	+ 1.7%	+ 5.1%	- 1.7%					

(a) Full-time-equivalent enrollment is based on the number of credit hours taken by students in each category, divided by 30 for undergraduates or by 24 for graduate and professional students. Averages that combine types of student or types of institution are weighted according to enrollment of each type.

(b) Percentage change in aggregate F.T.E. enrollment for each category in 1981-82 compared with 1980-81.

(c) Average of the percentage changes reported by the institutions in each category.

(d) About one-fifth of the institutions reported gains larger than the "high" percentage (mean per cent of change plus one mean deviation).

(e) About one-fifth of the institutions reported smaller gains or greater losses than the "low" percentage (mean per cent of change minus one mean deviation).

Note: Survey data are based on a stratified random sample of 150 public and 150 private colleges and universities. Technical inquiries about the survey design and sampling techniques should be addressed to John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Full-Time-Equivalent Enrollment Rose 1.6 Pct., Survey Finds

By JACK MAGARRELL

Enrollment continued to grow at America's colleges and universities last year, with an increase of 1.6 per cent in the number of full-time-equivalent students during 1981-82, the Chronicle Survey has found.

The National Center for Education Statistics reported earlier that the number of college students—both part time and full time—was up by 2.3 per cent in the fall of 1981. But full-time-equivalent enrollment is a more accurate measure—especially now, when the proportion of part-time students is increasing. With fewer people graduating from high school, colleges have been recruiting more students from among people who are older, unable to afford full-time study, or who have to combine their studies with part-time or full-time jobs.

In many states, appropriations for public institutions are tied to the number of full-time-equivalent students. The fees paid by students at both public and private colleges often

are based on the number of credit hours for which they enroll.

The Chronicle Survey, based on data from a representative, national sample of 300 institutions, compared last year's enrollment with the previous year's by counting total credit hours for which students were enrolled.

The survey divided the total num-

ber of undergraduate semester hours by 30—or quarter hours by 45—to come up with the number of full-time-equivalent students. At the graduate and professional level, 24 semester hours or 36 quarter hours per year were counted as the equivalent of one full-time student.

Using that definition of full-time-equivalent enrollment, the survey

found enrollment up 1.5 per cent at public institutions and up 2.1 per cent at private institutions.

The number of full-time-equivalent students increased by only 0.7 per cent at selective private liberal-arts colleges, but it rose 5.6 per cent at the less selective ones, according to the survey.

The selective institutions tend to limit their enrollment to a total that changes little from year to year.

Among public institutions, community colleges showed the largest growth in enrollment of full-time-equivalent students, up 3.6 per cent compared with the previous year.

Public comprehensive colleges and universities—institutions with 1,500 students or more, a liberal-arts program, and at least one professional program—gained only 0.8 per cent.

The Chronicle Survey indicated that about a fifth of the colleges and universities had gained more than 5 per cent in enrollment of full-time-equivalent students in 1981-82, while an equal proportion of the institu-

tions had lost 1.7 per cent or more. The average institution gained about 1.7 per cent.

The survey was designed and conducted for *The Chronicle* by John Minter Associates of Boulder, Colo.

A similar survey a year ago found that overall enrollment of full-time-equivalent students in 1980-81 had gone up 3.5 per cent over the previous year.

The 1981-82 survey found that enrollment of full-time-equivalent students in the first and second years of undergraduate study had increased 1.1 per cent. Among students in their third or fourth years, the increase was 2.5 per cent.

At the graduate level, enrollment of full-time-equivalent students showed a decline of 1.8 per cent at public universities and a decrease of 0.1 per cent at private universities, according to the survey.

Enrollment in professional programs increased 2.6 per cent at public universities and 7.2 per cent at private universities.

Fewer Cal. Students Taking More Credits

LONG BEACH, CAL.

The California State University system reported last week that the total number of students on its 20 campuses had dropped this fall by 4,060, or 1.3 per cent, compared with last year, but that the number of full-time-equivalent students had shown virtually no decline.

On the campus of California State University at Los Angeles, the total number of students—the "headcount" enrollment—declined this fall

by 2.4 per cent. But the number of full-time-equivalent students rose 0.1 per cent.

William A. Taylor, an associate vice-president at Los Angeles, said the figures showed that students generally were registering for more credit hours. Because of the economic recession, he said, many part-time students may be working less and studying more. Some, he added, may be trying to save money by accelerating their college education.